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ABSTRACT

This bibliography lists material on the topic of job placement, retention, and educational requirements for teachers and student teachers. Sources consulted include the British Education Index (the Library Association), the Canadian Education Index (CEA), Canadian Books in Print Subject Guide (University of Toronto), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Educational Administration Abstracts (Univ. Council for Ed. Admin.), Onteris (Ont. Ministry of Ed.), Resources in Education (ERIC), and the Subject Guide to Books in Print (Bowker). (Author)

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No. 64

SELECTION OF TEACHERS AND STUDENT TEACHERS

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July 1978

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CANADIAN TEACHERS' FEDERATION
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Selection of Teachers and Student Teachers

This bibliography lists material appearing on this topic during the past five years. In so far as possible the entries are annotated.

Sources consulted include the British Education Index (the Library Association), the Canadian Education Index (CEA), Canadian Books in Print Subject Guide (University of Toronto), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Educational Administration Abstracts (Univ. Council for Ed. Admin.), Onteris (Ont. Ministry of Ed.), Resources in Education (ERIC), and the Subject Guide to Books in Print (Bowker).

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Geraldine Channon,
Director,
Research and Information Services.

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A. BOOKS

*1. Adams, Pearce T., et al. Principals, Supervisers, and Beginning Teachers: Their Opinions Regarding Competencies for the Professional Certification of Teachers. Paper presented at the annual meeting of the American Educational Research Assn., Toronto, March, 1978. 27 p.

The purpose of this study was to investigate the ratings of 33 competency statements, selected by a group of Georgia educators from a random sample of 52 competency statements, to determine if differences exist in their mean scores. The following hypotheses were tested: 1) Do principals tend to rate the 33 teaching competencies as being more essential for professional certification than supervisors or beginning teachers? 2) Do principals, supervisors, and beginning teachers regard the 33 competencies as highly desirable or essential for the professional certification of beginning teachers?

*2. Alberta Teachers' Association. Report on Opinions of Principals on the First Year Experience of Teachers Prepared in Alberta Universities. Edmonton: the Association, 1973. 21 p.

This report includes a summary of selection procedures used by the three Alberta universities. Principals indicated that about 4% of the first year teachers were "unsuccessful" and a further 14% "fair". Of the 150 first year teachers classified as fair or unsuccessful, 97% were reported to be "unable to maintain classroom discipline" and 28% to have "personality defects".

3. Apker, Westley, et al. A Dialogue on the Selection of Educators. Lester WA: Institute for Quality in Human Life, 1977.

**4. Arend, Paul J. Teacher Selection: The Relationships between Selected Factors and the Rated Effectiveness of Second-Year Teachers. Towson MD: Baltimore County Board of Education, 1973. 38 p. Available ERIC. ED 087 102.

This study sought to determine the relationships between the rated performance effectiveness of the strongest and weakest newly employed teachers in their second year of teaching and selected characteristics of data available in their credentials utilized for their selection. The characteristics selected were prior references, interview scores, place of interview, interviewer, degree granting college, degree level, years of teaching experience,

undergraduate college grade-point average, location of student-teaching experience, sex, race, marital status, age, and geographic administrative area of present teaching position. The ratings of effectiveness were determined by principals and supervisors. From a total of 925 second-year teachers, 68 (7 percent) were rated as ineffective. Although there appeared to be no significant relationships between the majority of factors considered during the selection process and whether a teacher was rated most or least effective, a higher proportion of ineffective teachers were assigned without complete credentials.

*5. Arnold, Daniel S. Quality Control in Teacher Education: Some Policy Issues. Washington DC: AACTE and ERIC Clearinghouse on Teacher Education, 1977. 94 p. Available ERIC. ED 137 222.

A framework is proposed for the rigorous and continuing exercise of quality control in teacher education. The major focus is on the individual measures of quality control which can be exercised at eight critical points in the preparation and practice of a teacher: (1) college admission; (2) admission to teacher education programs; (3) student teaching and other professional field experiences; (4) completion of preservice preparation and institutional recommendation of candidates for initial certification; (5) state agency certification; (6) employment; (7) retention and tenure decisions -- the role of inservice education; (8) continuing professional development -- the recognition of the teacher-scholar.

6. Bolton, Dale. Selection and Evaluation of Teachers. Berkeley: McCutchan, 1973.

*7. Brown, Alan F. Teacher Selection: Attaining Congruence between Posted Criteria and Operative Criteria. Report presented at the annual meeting of the Canadian Society for the Study of Education, London, Ontario, 1978. 17 p.

A report of a research and development project carried out in Newport News, Virginia Public Schools which had as its goal the development in school principals of the ability to make effective teacher selection decisions. The project involved four major steps: 1) Brown's projective instrument Personnel Decisions, Form T-EFF, was given to all principals in March and again in July, 2) During the March-July period Personnel Decision Analysis workshops were conducted with all principals who were provided with their own results, 3) A workshop session was held during the same interim devoted to developing interview skills for teacher selection, and 4) A final assessment workshop was held in September.

**8. Brown, Stephen W. The National Teacher Examination as an Instrument of Prediction of Teacher Success. Paper presented at the American Educational Research Assn. annual meeting, Chicago, 1974. 14 p. Available ERIC. ED 088 947.

The intent of this study was to determine if any relationship existed between teacher effectiveness, based on selected criteria generally accepted by educators to denote effectiveness, and National Teacher Examination, Teaching Area Examinations (TAE) and Weighter Common Examination Total (WCET) scores. Teacher effectiveness was determined by the building principal's evaluation. Analysis of the data was accomplished by determining relationship through the correlation technique. It was found that a significant relationship (.05 level) does exist between the Teacher Area Examination of the NTE and secondary principal's evaluation. However, no significant relationship was found between elementary principal's evaluation and any of the NTE scores.

*9. Canadian Education Association. Hiring and Promotion Practices. Toronto: CEA, 1977. 14 p.

The results of a survey of 63 representative school boards, urban and rural, large and small, across Canada to determine their hiring practices for both teaching and non-teaching staff are discussed in this report.

10. Cheong, George S.C. Semantic Differential as a Means of Measuring Prospective Teachers' Attitude towards School. Staff study. Halifax: Mount St. Vincent University, 1974. 5 p.

Prospective teachers' attitude towards school was measured by means of Semantic Differential before and after practice teaching and was compared to that of a group of students not in the teacher education programme.

**11. Clifford, Gerald F. Criteria and Techniques in the Recruitment and Selection of Teachers. 1975. 42 p. Available ERIC. ED 115 601.

This study reviews current literature relating to methods of selection and recruitment of teachers and describes some of the more innovative techniques suggested by practicing administrators and recruiting agencies. Emphasis is given to the importance of establishing sound criteria and workable techniques of teacher selection, together with methods for allowing dialogues between

interviewer and applicant. Among the criteria and requirements given for teacher selection are (1) adaptation to the particular and peculiar needs of the community, (2) an adequate and appropriate salary schedule, and (3) the personal factors relating to the applicants themselves. Various guidelines or techniques which may be developed and used in recruiting programs are listed, as is information on college placement offices and procedures for the collection of data. There are also discussions on the interview, innovative methods for teacher selection, technology and teacher selection, techniques for the applicant, and errors in the selection process. Appended are pointers for recruiters, suggestions for developing a salary schedule, a position analysis outline, suggested questions to guide interviewers and applicants during an interview, five interview techniques for teacher selection, and a guide for applicants for teaching positions.

12. Crocker, A.C. Predicting Teaching Success. New York: Humanities Press, 1974.

**13. Deneen, James R., et al. The Selection and Evaluation of Teachers. Presentations to the American Assn. of School Personnel Administrators, New Orleans, 1971. 14 p. Available ERIC. ED 073 157.

Four papers presented at the 1971 American Association of School Personnel Administration Convention are reproduced in this document. The papers call attention to some aspects of teacher-selection program, including recent legal developments affecting teacher evaluation; the importance of multiple, locally weighted selection criteria; the importance of validating those criteria; and the special concerns school officials ought to have in hiring minority-group teachers. The papers and their authors are as follows: "New Influences on Selection and Evaluation Processes" by James R. Deneen; "Teacher Selection: The Quest for Quality" by Richard M. Majetic; "Planning Validity Studies" by Edward J. Masonis; and "Selecting Minority Group Teachers" by Thelma L. Spencer.

**14. Erickson, Kenneth A., and James L. Shinn. Half-Million-Dollar Decisions -- the Recruitment and Selection of Educators. Eugene: Oregon School Study Council, 1977. 23 p. Available ERIC. ED 135 074.

This booklet is intended to aid school officials in developing recruitment and selection procedures that fit local needs for hiring new teachers and administrators.

The authors outline two basic recruitment and selection plans -- one for teaching positions and one for administrative positions. Although these suggestions are designed for school districts large enough to have a full-time personnel administrator, minor modifications would make them applicable to smaller districts as well.

*15. Gerwin, Donald, ed. The Employment of Teachers: Some Analytical Views. Berkeley: McCutchan, 1974. 440 p. ED 098 684. Not Available ERIC.

This book provides a multidisciplinary view of a wide range of issues relevant to the employment of teachers. It is a compendium of 25 articles contributed by 30 scholars and professionals in the fields of educational administration, industrial relations, behavioral science, economics, management science, and political science. These authorities describe much of the recent and current research dealing with teacher employment. An attempt is also made to appraise the utility of the work that has already been done and to suggest possible directions for future research. Section 1 of the book deals with teaching as a career and includes discussions of teacher selection and evaluation.

**16. Guidelines for Professional Staff Selection. A Guide to Job Responsibilities of the School Personnel Administrator. Seven Hills OH: American Assn. of School Personnel Administrators, 1977. 16 p. Available ERIC. MF only. ED 148 014.

These guidelines are intended to provide personnel administrators with a means of evaluating their current practices and procedures in teacher selection. The guidelines cover recruitment, hiring criteria, employment interviews, and the follow-up to selection. A suggested personnel selection procedure outlines application, file preparation, and the selection process. The authors note that selection processes must also take into account recent governmental rules and regulations relating to employment.

*17. Haberman, M. Guidelines for the Selection of Students into Programs of Teacher Education. Washington DC: ATE and ERIC Clearinghouse for Teacher Education, 1972. 26 p.

The author reviews research evidence he considers pertinent to the selection of teacher education students and synthesizes the evidence into 11 criteria for selection. Criteria include the following: "Admission to professional education is a professional decision not a student right"; "External selection must complement self-selection"; "Selection must assess the potential of candidates to function as continuous learners."

*18. Haberman, M., and T.M. Stinnett. Teacher Education and the New Profession of Teaching. Berkeley: McCutchan, 1973. 257 p.

An important study of the forces at work changing teacher education programs. The author examines the changes and provides criteria for deciding their value. Of particular importance here is Chapter 6, a discussion of the selection of students into teacher education programs.

19. Implementing Teacher Competencies: Positive Approaches to Personalizing Education. Englewood Cliffs NJ: Prentice-Hall, 1977.

**20. Masonis, Edward J., and Norman Wexler. A Comparison of Two Models of Teacher Selection in a Large Urban Community. 12 p. Available ERIC. ED 132 183.

Three teacher selection procedures used by a large urban school district were investigated. The relationships of certain biographical data to scores on the National Teacher Examination (NTE), an interview rating, and an experimental Experience Profile Questionnaire were examined. The final selection of teachers for the district was based on a weighted sum of the NTE Composite scores and the Interview scores. Data were gathered on the Experience Profile to assess its worth for use in future selection programs. Results showed no relationship of race or sex to the selection scores, however, there was a significant correlation between selection scores and scores on the Experience Profile measure.

**21. May, Robert E., and Everett G. Doerge. An Analysis of the Informational Items and Procedures Used in the Selection of Teachers in the Public School Systems of Louisiana. Baton Rouge: Louisiana State University, School of Vocational Education, 1972. 130 p. Available ERIC. ED 070 180.

This report describes a study designed to identify the informational and procedural items that school administrators believe to be useful in the selection of teachers for public school systems. The subjects for the study consisted of a panel of 11 personnel administration experts and 66 Louisiana public school personnel directors. A questionnaire was used to secure the data which were quantified according to a 5-point rating scale; and the analysis of variance was used for testing the significance of difference. Where a significant F-score resulted, the "t" technique was applied to determine the level of the difference.

**22. McAteer, John F. Your Student Teacher's Final Evaluation. 8 p. Available ERIC. ED 085 394.

Each confidential statement about a student teacher by his teacher supervisors should be written with one goal in mind, that of offering a candid assessment of a teacher candidate who is being considered for employment by a hiring official. Amidst the current trend toward pass/fail courses, these statements assume an even higher importance. There are numerous criteria one can apply in such an assessment. The following are cited as illustrations: a) the situation (school setting, educational philosophy of community, social and economic characteristics); b) teaching experience; c) extra-academic initiative; d) personal interaction; e) appearance and social demeanor; f) preparation versus production; g) cautious versus curious (mention any innovative ideas the student teacher may have implemented, especially if they were less than successful but worthwhile for the expended effort); h) receptive to suggestions; i) strengths; and j) deficiencies and attitudes toward correction.

**23. McIntyre, Kenneth. Selecting Personnel for a New School Program. Austin: Texas Education Agency, 1975. 52 p. Available ERIC. ED 120 988.

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet leads its users through an exercise simulating the recruitment and selection of personnel to staff a new community school program within a school district. In simulating the role of a supervisor, users learn to determine sources from which to obtain candidates for a particular position, to analyze and rank applications based on the job description, to determine the value of particular devices for selecting personnel, to determine personal values and criteria for selecting personnel, and to develop and validate guidelines for selecting personnel. Users of the training packet complete a series of three task assignments, as well as three written self-evaluations and a final assessment.

**24. Millard, Joseph, and Richard Brooks. Selection Research Project Evaluation: A Three-Year Study. Ankeny, Iowa: Polk and Story Joint County School System, 1974. 57 p. Available ERIC. ED 100 842.

Selection Research Incorporated (SRI) assisted in the selection of teachers for two school districts in Polk County, Iowa by analyzing audiotaped interviews with the top three or four candidates for each position and matching

the candidates with previously prepared profiles of the school districts. Candidates were labeled highly recommended, recommended, conditionally recommended, or not recommended. A 3-year evaluation study of the SRI process was conducted to determine its success by surveying the SRI teachers, their peers, administrators, and students. Data were collected using questionnaires consisting of items related to effective teaching. Using the data, the appraisals of SRI teachers by their peers, administrators, and students were compared with the recommendations of the SRI psychologists. The following conclusions are warranted based on study results: (a) the SRI process of identifying teachers who are likely to be successful in a given school district is reasonably successful; (b) the SRI method appears to be most successful in identifying probable success in a district where the criterion of success is student rating; (c) SRI is not equally effective in every district; and (d) the SRI service is a useful process for teacher selection if it is used in the manner for which it was designed.

**25. Mortaloni, Ronald. School Administrators Evaluate the Letter of Reference and Selected Recruitment Practices. 1974. 18 p. Available ERIC. ED 099 965.

This questionnaire study surveyed the attitudes of public school administrators regarding several topics associated with teacher preparation programs. These foci included: (1) the content of the letter of reference written for student teachers and interns by cooperating teachers (in this study, cooperating teachers are those practicing teachers who work with student teachers and interns in their own classrooms), (2) suggestions by administrators for improving the opportunity for employing inexperienced teacher candidates, (3) interview questions often asked by administrators, and (4) the employability of elementary interns as opposed to student teachers. These topics were analyzed with data collected by means of a survey of a sample of Wisconsin public school administrators.

**26. NIE Conference on Studies in Teaching. Panel 1: Recruitment, Selection, and Retention. Washington DC: National Institute of Education, 1975. 53 p. Available ERIC. ED 111 802.

The goal of this panel was to recommend research that would identify factors affecting recruitment, selection, and retention of teachers and means of improving these processes. The panel also attempted to plan exemplary research and development activities for devising,

validating, and installing methods for improving individuals' and institutions' decisions at critical points in a teacher's career. The panel attempted to relate recruitment, selection, and retention processes to one another and to discuss their interdependency. Much of the discussion centered on the role of research in determining values and priorities which school systems place on possible educational outcomes and how school systems differ in their educational goals. The panel also discussed the effect of the job market on recruitment and selection. The panel formulated six approaches for research and development within the general area of recruitment, selection, and retention which were proposed and considered on the basis of the sequence of activities or decision points in a teaching career. These approaches were concerned with analyzing and improving methods for recruiting teachers and teacher trainees, methods for selecting teacher trainees and teachers, methods for teacher placement and orientation, and the supervision and inservice education of teachers.

**27. Napier, Lee. A Survey of Opinions of Mississippi School Administrators Regarding Factors Considered Most Important in Hiring Teachers for Their First Teaching Position. Baton Rouge: Louisiana State University, Bureau of Educational Materials and Research, 1975. 10 p. Available ERIC. ED 114 938.

In order to determine what characteristics are most important in prompting Mississippi's major educational consumers to hire teachers, an opinionnaire was developed and sent to a stratified random sample of elementary, junior high, and senior high principals, and to superintendents. The questionnaire consisted of 11 factors to be ranked according to their priorities by the school administrators who were concerned with hiring teachers for their first teaching position. There was high agreement between the groups. Effective use of written and oral English was ranked first by three groups. Personal appearance was ranked second by superintendents and senior high principals, and third by the other principals. The principals placed slightly more confidence in the evaluation of the public school supervisor than did the superintendents, who felt that students' grade point averages were more indicative of future teaching performance. This survey suggests that those seeking positions in Mississippi will not be judged first by their academic records and recommendations but rather by the way they write in initial contacts by letter, the manner in which they complete their application forms, and the impression they leave in interviews.

**28. Nelson, Miles. A New Dimension in Selecting Science Teachers. Paper presented at the annual meeting of the National Assn. for Research in Science Teaching, Los Angeles, 1975. 33 p. Available ERIC. ED 104 669.

This work addresses itself to improving the process of teacher selection by providing more information about teaching ability. The study reported was undertaken to determine the effects of incorporating into the educational placement credentials a set of materials relating to a science teacher's classroom performance. In the report, past research is examined for clues to credential usefulness and improvement. A detailed description of the new credential is provided, as well as the results of an evaluative study to determine its effectiveness. Economic, technical, legal, and ethical issues relating to the new credential were examined in the study but not reported in this paper. Related research is presented showing various types of selection processes and how unrelated most are to actual teaching performance. To determine the usefulness and effectiveness of each part of the credential package, seven separate prototype credentials were developed. Examples are presented as well as a description of the evaluation process.

**29. Peck, Robert F., and Gary Borich. Personality Measures That Predict Teaching Performance. Austin: Unversity of Texas, Research and Development Center for Teacher Education, 1974. 27 p. Available ERIC. MF only. ED 093 946.

Personality and attitude measures taken before training (of 70 primary grade student teachers and 71 teachers of grades 4-9) were compared, by multiple linear regression analyses, with instructor, self, and pupil evaluations of their teaching performance, at the end of training. Pupil evaluations were highly reliable; instructor and self-ratings, not very reliable. The personality variables explained a substantial part of the variance in teaching performance as measured by pupils, though not by instructors or by self. The predictive personality patterns were quite different in grades 1-3 and in grades 4-9. They are described.

*30. Riggs, Howard N., and Edward R. Baker. The Screening of Students. Paper presented at the annual meeting of the Canadian Educational Researchers Assn., London, Ontario., May 1978. 34 p.

There are three major sections in this paper. The first section is a review of the educational literature to determine what is known about the qualities of effective teachers. The second is a survey of the procedures for screening students employed by Canadian teacher education

institutions. The final section is an examination of the personal interview as a screening device.

**31. Snider, Sarah J., and William L. Butefish. Student Teaching Behaviors Identified by a National Jury as Indicators of Success in Sixteen Competency Areas. Paper presented at the annual meeting of the Association of Teacher Educators, St. Louis, 1976. 23 p. Available ERIC. ED 120 127.

This study identified specific student teacher behaviors which could indicate success in 16 teaching competency areas. Part 1 of the study, completed by student teaching supervisors, resulted in the identification of the student teaching behaviors considered to be indications of success in each of the 16 competency areas. Part 2 resulted in the identification of primary and secondary behaviors selected according to mean and modal ratings of the behaviors compiled in part 1. The behaviors identified were included under the following 16 competency areas: (1) open and flexible teaching personality, (2) proper perspective of teaching-learning situations, (3) adequate health and vitality, (4) effective voice and speech patterns, (5) ability to work cooperatively with other staff members, (6) ability to profit from feedback, (7) maturity of judgment and ability to make realistic decisions, (8) command of subject matter, (9) competence in preparing effectively for lessons, (10) competence in classroom management, (11) competence in performing a variety of critical teaching tasks, (12) competence in evaluation students, (13) competence in motivating learners, (14) fair and just attitude in dealing with students, (15) competence in the clinical approach to misbehavior, and (16) commitment to student teaching.

32. Turner, Richard L. An Overview of Research in Teacher Education. Bloomington: Indiana University School of Education, 1973. 41 p. ED 099 314. Not Available ERIC.

This document focuses on four main areas of research -- training, placement, selection, and work success -- in which information about teacher education can be categorized and discusses the relationships which exist between these categories. A review of recent research is integrated into the discussion, highlighting studies performed in these areas. Concluding remarks note that while the quality of research in teacher education has improved, more effective studies -- such as long-term studies, selection studies based on stronger motivational indicators, and early screening studies of potential teachers -- are needed to produce meaningful improvements in policies and practices in teacher education.

**33. Ulibarri, Mari-Luci. Of the Variables Causing an Institution to Have an Outstanding Teacher Education Program, How Much Import can be Attributed to the Fact That the Institution Recruits and Selects "Outstanding" Students? Washington, DC: Bureau of Educational Personnel Development (DHEW), 1971. 120 p. Available ERIC. ED 083 143.

The question of entrance requirements for teacher education programs is discussed; in particular, the relationship of student quality to program quality is examined. Selection procedures, recruitment, curricula, faculty, students, resources and facilities, and program review and evaluation procedures are analyzed in detail. Also mentioned is the need for a scientific definition of an outstanding human being so that such humans can be assimilated into outstanding teacher education programs.

B. ARTICLES

1. Adelman, Howard S. Major issues related to recruiting, admitting, and maintaining education professionals. Journal of Learning Disabilities 5:9:538-44 N'72.

2. Ayers, Jerry B., and Michael E. Rohr. Relationship of selected variables to success in a teacher preparation program. Educational and Psychological Measurement 34:4:933-937 W'74.

3. Barnabé, C. La sélection des enseignants: une expérience de simulation. Information 12:4-8 F'73.

*4. Barnabé, C. Vers une sélection plus rationelle du personnel scolaire. Revue scolaire 23:12-16 mars'73.

Le but de cet article consiste à présenter les éléments nécessaires à une rationalisation de la sélection du personnel scolaire. Dans un premier temps, certains pré-requis à la sélection sont examinés et dans le second temps les procédures et les techniques de la sélection sont analysées.

5. Belcastro, Frank P. Use of selected factors as predictors of success in completing a secondary teacher preparation program. Educational and Psychological Measurement 35:4:957-62 W'75.

A multiple regression analysis was performed on all Edwards Personal Preference Schedule (EPPS) and Strong Vocational Interest Blank (SVIB) scales to determine those scales which could be used to predict success in a secondary teacher preparation program for males and females. Significant discriminant function equations were obtained.

6. Belpaire, François. Etude de la validité d'une batterie de préselection de candidats-éducateurs auprès des adolescents mesadaptés. L'enfant exceptionel 11:4:26-33 d'75.

7. Bickersteth, P. Teachers, teacher-trainees and operant learning principles. Western Psychologist 4:10-17 Sp'73.

*8. Black, Donald B. Reorganization of teacher preparation experiences: a modest proposal. Journal of Educational Thought 10:2:126-131 Ag'76.

> It is argued that the present traditional format of teacher education programs is not effecting change in student teaching behavior, or if so, the change is not compatible with teacher education program objectives. A partial solution is proposed in reordering the basic units of the curriculum and the placing of early emphasis on general classroom management skills. It is further argued that this with the very early emphasis on the learning of subject content per se, will more closely align the curriculum with student expectations, and thus make the student more amenable to accept desired teaching behavioral formats when these are introduced.

*9. Brannon, C. John. The interview and what it can yield. Clearing House 49:166-167 D'75.

> Article listed questions found to be greatly beneficial in selecting teacher candidates at a time when it is extremely difficult to differentiate between the most acceptable and the very most acceptable.

10. Breiter, Joan Catherine. Measured self-actualization and student teacher effectiveness. Improving College and University Teaching 23:1:16-18 W'75.

> Discusses whether a healthy personality is a necessity for a teacher to be effective.

11. Brubacher, Harold A. Selection and retention in teacher education: a model. Teacher Educator 12:1:17-25 Sm'76.

> With the stabilization of student population and a demand for improvement in the quality of prospective teachers, a model has been developed for improving selection-retention procedures, giving administrative organization, role of student personnel services, criteria for admission to the profession, and provisions for probationary status, performance components, and feedback.

12. Brubacher, Harold A., and Don C. Patton. Selection and retention in teacher education: does it exist? Teacher Educator 10:3:2-8 Sp'75.

13. Buethe, Chris, and Timothy Pettibone. Evaluating student teacher behavior -- three views. Teacher Educator 9:1:36-40 Aut'73.

    Three groups -- student teachers, teachers, and supervising teachers -- were involved in an experiment that sought to answer the question, Do student teachers see themselves as others see them?

14. Burnside, Houston M. Evaluating student teachers objectively. Instructor 84:166,168-70 O'74.

15. Butcher, Russell H., and Richard A. Heaps. Predicting student teacher effectiveness. Journal of the Student Personnel Association for Teacher Education 12:82-86 Mr'74.

    Examines the relationship between evaluations of four pretraining screening activities designed to approximate behaviors teachers are likely to perform and supervisor ratings of student teacher effectiveness.

*16. Criscuolo, Nicholas P. How to size up a prospective reading teacher. American School Board Journal 164:27 J1'77.

    The personal interview is the most important factor in the selection procedure, according to the author. He provides tips and sample questions for use in the interview that will lead to the selection of the capable reading teacher from a field of applicants.

17. Cross, Ray, and Wallace Davis. Who should select new faculty? National Elementary School Principal 55:4:52-54 Mr/Ap'76.

    A decentralized selection procedure in which building principals and teachers choose new teachers would result in a better match between job requirements and teacher qualifications, more support of new teachers by the faculty, and more consistency between criteria for initial employment and criteria for evaluation.

*18. DeWitt, Gerald. How to identify humanistic teachers. NASSP Bulletin 57:19-25 D'73.

    Affective skills, says the author, are too often overlooked when sizing up a potential teacher. Some helpful interview techniques are outlined here that can clarify an applicant's attitudes toward both himself and children.

*19. Diamond, Stanley C. The group interview: a staff hiring technique. NASSP Bulletin 58:56-60 D'74.

Using the group process for interviewing potential new staff members pays big dividends to the school and to the applicant, says the writer.

*20. Diamonti, Michael, and Nancy Diamonti. Organizational analysis of student teacher supervision. Interchange 6:4:27-33 '75.

Supervision is a major problem facing teacher education, and the root of the problem, according to the author, is the present organizational set-up. Change is vital, and the author discusses a number of alternatives, including several in which schools and universities share the task of teacher education.

*21. Dieterle, Louise. Interviews are vital for student teaching placement. Clearing House 48:437-40 Mr'74.

If student teaching is purported to be the culminating experience of a rather lengthy training process, should it not then approximate a real life situation? Given this premise and the competitiveness of the student teacher placement process, the interview then becomes an integral part of gaining an educational appointment.

22. Dobson, John. Predicting and evaluating student teacher behavior. Exceptional Children 39:1:29-35 S'72.

The pilot study investigated the efficacy of a procedural research model for making and evaluating individual predictions concerning student teaching behavior in classrooms for emotionally disturbed children.

23. Eggleston, James, and Mick Youngman. High failure rates will persist until selection procedures are improved. Times Higher Ed Supplement --:197:9 Ag 1'75.

A survey of the performances of B.Ed. students.

*24. Fuhr, Donald. Selecting first-year teachers. NASSP Bulletin 61:57-59 F'77.

Describes the teacher selection procedure developed by the Upper Darby Pennsylvania School District.

25. Gibson, R. Oliver. Selection and evaluation of teachers. Educational Administration Quarterly 9:3:122-124 Aut'73.

*26. Haberman, M. Needed: new guidelines for teacher candidate selection. Journal of Teacher Education 25:234-35 Fall'74.

The author assumes that teacher educators are open to change and see the study of teacher selection as vital to the improvement of educational quality. In line with this assumption, he provides eleven principles designed to undergird the process of selection.

*27. Hammel, P.J. Future teachers skills measured. School Trustee 26:16-17 O'73.

The author tested his class of second, third and fourth year education students to determine what they had learned in the school system and in University about reference and research skills. The results will be of interest to trustees concerned with evaluation of the school program.

28. Herold, William. Evaluating student teachers by means of teaching performance tests. French Review 48:1009-1012 My'75.

*29. Hohman, Robert H. Personality and role expectation: its effect on success during student teaching. Journal of Teacher Education 23:3:375-82 F'72.

A discussion of a study conducted by the author to determine to what degree the role expectations and personality factors of the student teacher and supervising teacher affect the evaluation of the student teacher's performance. One important result of the study was the identification of those factors related to a successful student teaching assignment.

30. Kaltsounis, Bill. Detecting teaching effectiveness: some practical approaches. Tennessee Education 4:4:33-36 W'75.

*31. Kaltsounis, Bill. Selecting math teachers: some practical approaches. NASSP Bulletin 58:61-65 D'74.

Interviewing techniques which get to the heart of whether a teacher will be effective are described here.

32. Kuh, George D. The importance of grades in selecting educational personnel. Journal of the Student Personnel Association for Teacher Education 12:151-155 Je'74.

Discusses the importance of prospective employee's grades. Results indicate grades are of less importance than professional and/or training references.

*33. Lamb, F.C. Limitations of personality testing as applied to college of education students. Educational Research 17:34-40 N'74.

A whole year intake of a college of education was tested near the beginning and end of their course using two tests, the Study of Values and the Minnesota Teacher Attitude Inventory. The tests were analyzed for their validity.

*34. Mattsson, Kenneth D. Personality traits associated with effective teaching in rural and urban secondary schools. Journal of Educational Psychology 66:123-128 F'74.

The Cattell Sixteen Personality Factor Questionnaire was administered to 73 secondary students at the start of their student teaching. Near the end of the quarter their teaching effectiveness was assessed by administering the Hoyt-Grim Pupil Reaction Inventory to their pupils. Different patterns of personality traits associated with teaching effectiveness were found when subjects were grouped by level, by major field, and most distinctly by size of community.

35. Maxson, Robert C., and James O. Williams. The selection of personnel to teach in inner city schools. High School Journal 58:343-347 My'75.

Article provided a few suggestions that school districts might want to consider when tackling the difficult problem of employment and retention in city schools.

*36. Millar, Garnett W. Evaluating the characteristics of effective teachers. ATA Magazine 56:3:16-19 Ja-F'76.

An evaluation of a 1975 study in which 150 subjects (50 elementary school teachers, 50 Faculty of Education students, and 50 Grade VIII students) were asked to rank in importance ten characteristics of effective teachers.

*37. Miller, Harry G., and Lawrence J. Dennis. Placement forms: what good are they? Clearing House 47:2:80-82 O'72.

Article focuses on the exasperating experience faculty members face in attempting to fill out job placement forms for their students.

*38. Morris, John D. Personality and student teaching success. Journal of Experimental Education 43:4:15-20 Sum'75.

The purpose of this study was to explore the relationship between personality factors and student teaching success, and to construct and test a student teaching effectiveness predictor model.

*39. New rules for interviewing job applicants: schools ignore them at their peril. American School Board Journal 164:27-30 Mr'77.

Questions that can and can't, should and shouldn't be asked when interviewing prospective school personnel are discussed. The emphasis is on those questions which may be classified as discriminatory according to E.E.O.C. (Equal Employment Opportunity Commission) guidelines.

*40. O'Hanlon, James, and Hugh Troshynski. Selecting the politically active social studies teacher. NASSP Bulletin 57:47-55 D'73.

This article outlines an innovative selection program to hire politically responsible social studies teachers. The objective is to produce aware and active citizens who know how to participate in the political process.

41. Oldroyd, Richard J. A comparison of three personality inventories as screening instruments to select effective teachers. Journal of the Student Personnel Association for Teacher Education 12:45-53 D'73.

*42. Olmsted, Ann G. Stances teachers take: a basis for selective admission. Phi Delta Kappan 55:5:330-334 Ja'74.

On the basis of a 3-year study, the authors have identified seven major stance types. They recommend that schools of education accept only candidates who are "child focussers", "pragmatists", "task focusers", and perhaps "contented conformists".

*43. Organt, Gerald J. Employment testing and the selection of school support personnel: a validation study. Education 96:40-45 F'75.

The paper describes an attempt to establish a paper and pencil test battery for improving predictive efficiency in the selection of supporting services personnel at Montgomery County Public Schools and a report on the validation of such a procedure.

44. Pacacha, Carl T. Controlling the gates to teacher education. Contemporary Education 48:2:105-106 W'77.

A growing concern in public education is that of public school teachers refusing to accept student teachers.

*45. Pierce, H.L. Reference groups and significant others of student teachers. Alberta Journal of Educational Research 20:170-7 Je'74.

The purpose of the study was to identify individuals and groups who were significant others and reference groups of student teachers. Data were obtained from questionnaires completed by 172 student teachers in Education Practicum 301 in May, 1973. Findings showed that the cooperating teacher had a prominent role in teacher education -- one that provided assistance in lesson planning and that influenced the teaching style of the student teacher more than any other person. These findings seemed to apply for all teaching majors. The cooperating teacher was a model and significant other of the student teacher.

*46. Pratt, David. Predicting teacher survival. Journal of Educational Research 71:1:12-18 S/O'77.

Research on teacher survival rates during the first three years of the teaching experience indicate that scores on preadmission interviews are a useful predictor of survival in the early teaching years.

*47. Rice, Marion F. The influence of irrelevant biographical information in teacher evaluation. Journal of Educational Psychology 67:658-662 O'75.

Sixty administrators were presented with two forms of responses (positive or negative) on teacher application forms. Administrators were asked to evaluate teachers based on their applications and to determine whether they would be interested in this teacher for their schools.

48. Robinson, Clyde H. Selection and appointment of faculty. Journal of Engineering Education 63:3:194-195, 198 D'72.

Describes the success of institutions in terms of faculty educational and personal qualifications. Indicates that technical competence, creativity, and flexibility traits rather than authoritarianism should be stressed in administrator's personnel policies.

*49. Scott, N.W. Classroom performance of College of Education students in practice teaching and internship as observed by classroom teachers and college personnel. Sask Journal of Educational Research and Development 5:1:3-14 Fall'74.

The results of this study appear to show (1) that, on the fixed rating scale, student teachers of Division IV and Division I pupils fare better than those in Division II

and III; (2) that teachers and college personnel show a marked similarity to school superintendents in placing emphasis on five areas of concern, with a predominance of emphasis on the characteristics of the teacher or student teacher; (3) that teachers and college personnel place stress on the original and adaptable teacher, whereas the superintendents stressed the consistent and organized teacher; and (4) that incongruities appear between the ratings given to factors on the rating scale and also between the rankings of classroom management concerns and ascribed characteristics of student behaviour.

*50. Shack, Sybil. Subjective criteria for choosing teacher trainees. Monday Morning 6:7:9-12 Sp'72.

A teacher describes the mental, physical, academic and emotional attributes she looks for in her young students before advising them to consider teaching as a career.

51. Shuttenberg, Ernest M. Grading in teacher education and recruitment. Teacher Educator 11:3:2-8 W 75/76.

A nationwide survey of grading practices at state colleges of education and a survey of teacher hiring practices by 50 school systems in the Cleveland area.

52. Skipper, Charles E. Intellectually gifted people and their potential as teachers. Kappa Delta Pi Record 10:3:83-87 F'74.

This report tends to say that gifted students will make more effective teachers than non-gifted students.

*53. Stark, Robert J. Staffing by choice. NASSP Bulletin 57:93-8 S'73.

Described in this article are the unique staffing needs of alternative schools and the use of job candidates' personal choice in selecting staff members.

54. Tan-Willman, Conchita. Assessment and prediction of creativity in teaching. Psychological Reports 35:393-94 Ag'74.

Two series of classroom observations showed that a high-creative group of student teachers gave more original but not more fluent nor flexible teaching performances than a group of low-creative student teachers.

55. Thom, Douglas J., and Edward S. Hickcox. The selection of new graduate students for an educational administration program. Journal of Educational Administration 13:23-34 My'75.

The major objectives of this tudy were to investigate the relative effectiveness of 3 types of selectors in

the process of selecting new graduate students for an educational administration program and further to examine the usefulness of various pieces of information submitted by these graduate students when applying for the program in predicting both success in the graduate program and in later administrative practice. Groups of the 3 types of selectors were presented with the application files of 6 actual students who had enrolled in a graduate program of educational administration 5 years previous. The respondents were asked to predict on the basis of the information in the files whether the students would do well in the program and whether they would have successful administrative careers. The actual achievements of these students were known to the researchers. The findings indicate that the 3 types of selectors studied were equally effective in the selection process with some tendency for each group to select better for a particular aspect of success. It was also shown that most of the application materials requested from students are useful in predicting future success. Several recommendations based on these findings are presented.

56. Tidgewell, John, and Dan Kralik. Teacher selection: a unique approach to select career instructors. Illinois Career Education Journal 32:41-45 F'74.

Two unique features of the teacher selection process at Kishwankee College are an initial interview in which the three top candidates are interviewed as a group as well as the observation of the teaching of one class session by the candidate.

57. Tucker, David H., and Patricia M. Rowe. Consulting the application form prior to the interview: an essential step in the selection process. Journal of Applied Psychology 62:283-287 Je'77.

A field experiment was conducted to determine whether or not consulting the application form prior to an employment interview delays the formation of early impressions and allows more information to be considered before an initial decision is made by the interviewer. Twenty-eight experienced recruiters interviewed a role-playing applicant for a hypothetical job opening. Half of these interviewers were provided with application forms prior to the interview, and half were not. Each interview was terminated at the initial decision point, and various measures were administered to determine both the quantity and quality of information the interviewers possessed at that point. The results suggest that preventing the interviewer from consulting the application form prior to the interview has no effect on initial decision times, nor does it reduce

the interviewer's confidence in that decision. Furthermore, when the initial decision is made, it is based on less complete information about the applicant.

58. Turner, George C., and Francis P. Collea. A new model for teacher selection: strength and sensitivity. American Biology Teacher 39:24-26 Ja'77.

Described is a teacher selection/screening method utilized by the Los Angeles City Unified School District to select inner-city science teachers.

59. Wakefield, James A., et al. Teacher attitudes and personality. Psychology in the Schools 12:345-47 Jl'75.

The Minnesota Teacher Attitude Inventory (MTAI), the Edwards Personal Preference Schedule (EPPS), and the Vocational Preference Inventory (VPI) were administered to 183 undergraduate students enrolled in teacher education courses. Concludes that teachers' attitudes are partially determined by measurable personality variables.

*60. Ward, Sinclair, and Joseph L. Picogna. How are education students selected? Clearing House 48:541-43 My'74.

This article described a recently completed survey on the selection processes for admitting students into teacher education programs.

*61. Watt, J.J. What can be done to humanize large high schools? Education Canada 14:38-41 D'74.

Author believes that to create a humanistic school we need consider only one factor -- the choice of the principal and staff. Here he describes the organizing of Scarborough's L'Amoreaux Collegiate Institute.

62. Whitehead, N.J. Selection of students for colleges of education. Carnegie School Physical Ed Research Papers 2:8-12 D'73.

Report of a survey to discover whether students with pre-college entrance achievements and interview marks are likely to obtain high grades during their college course.

63. Yeshayahu, Rim. How reliable are letters of recommendation? Journal of Higher Education 47:437-445 Jl/Ag'76.

64. Yoder, Walter H. A new approach to teacher selection. Illinois School Research 12:2:19-21 W'76.

Study obtained data on the effectiveness of the Selection Research Inc. (SRI) Perceiver in staff hiring procedures. The Purdue Teacher Evaluation Scale was used by supervisors and students to rate the performance of secondary teachers. Conclusions seem to indicate that traditional hiring methods result in hiring teachers as competent as those selected by SRI Perceiver.

C. THESES

1. Bode, John Cornelius. Criteria for Determining Probable Success of Future Teachers of Vocational Agriculture. Ph.D. dissertation, Iowa State University, 1972. 120 p. Available University Microfilms.

This study was initiated to investigate criteria which might serve as predictors of success in the teaching of vocational agriculture in Iowa schools and to identify factors contributing to teacher success or lack of success. The sample comprised 128 Iowa State University graduates who qualified to teach vocational agriculture during the period of 1956 through 1970 and were actually involved in teaching in 1972. Evaluation of teacher success was obtained from questionnaires sent to the high school principal, the high school instrumental music director, the president of the local chapter of Future Farmers of America, and the county extension director for each teacher in the sample. An analysis of the data revealed that: (1) Characteristics associated with success among these teachers were dedication, industry, the maintenance of good interpersonal relationships, command of subject matter, instructional versatility, involvement and cooperation in community activities, and selection of relevant subject matter; (2) Contributing most to lack of success was the inability of teachers to maintain discipline in the classroom, and (3) Grade-point average of the teacher during his college years was not found to be a valid predictor of success.

2. Robinsc , A. A Study of Admission and Retention Practices in Teacher Education Programs in Illinois. D.Ed. thesis, Northwestern University, 1973.

BIBLIOGRAPHIES IN EDUCATION SERIES

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(o/p)	Oct. 1971
2	June 1969	School Dropouts	(o/p)	Feb. 1971
3	October 1969	Flexible Scheduling in Secondary Schools	(o/p)	Nov. 1972
4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada		
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14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools	(o/p)	Dec. 1971
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
19	March 1971	Behavioral Objectives in Education ED 051 127		
20	April 1971	Teacher Workload ED 054 060	(o/p)	
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26	Jan. 1972	Community Colleges		
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28	May 1972	Early Childhood Education ED 069 366		
29	June 1972	Teacher Evaluation ED 069 607		
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
31	Dec. 1972	Community Schools ED 086 695		
32	Feb. 1973	Principals and Vice-Principals		
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
35	June 1973	Paraprofessional School Personnel		
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38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
41	Feb. 1974	Interaction Process Analysis		
42	Mar. 1974	Supervision		
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44	May 1974	Moral and Values Education ED 097 269		
45	June 1974	Behaviour Modification		
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48	Nov. 1974	Curriculum Development in Canada		
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52	May 1975	Teacher Evaluation		
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